

Many activities taking into consideration of the purpose of the application was made as one of the data collection tool. These activities are: dictionary work on math terms, decoration of the school hallways and two classes with geometric shapes, 5 March World Maths Day, deposition the problems created by their students in the "questions Drop' box ". The math questions that had prepared by the students were reprinted Question Drop 'box with single reading by 5W1H rules. Thus, we noted the relationship between mathematics and Turkish lessons.

Natural numbers have written between the 1 and 100 to the classroom walls. We tried to comprehend the terms and mind math operations to Students with a play and drama method, such as "double, place value, large, small, unity and decimal". Also in both classes our teacher who is interested and effective in visual studies did one lesson per week for visually expressing of math problems. The studies have done for expressing math problems visually or by in writing about the visual as the mathematical problem.

Our currency has taught as a practical issue in the classroom. A class has been designed as greengrocer, another class as a market with taking into consideration of our purpose. Classroom and school activities also were compared with practices and thesis work done before in this area. Re-assessments were carried out in the current circumstances.

At the end of the studies we observed that the students' interests in math and awareness has increased. Emphasize was placed on the importance of mathematics in everyday life. Preparing mathematical methods and techniques used in the course of the students' with considering students age, learning environment, characteristics of the near and distant surroundings was found to be effective in reducing math anxiety in students. Also the relationship with other subjects of math class was shown concretely. Awareness of the effectiveness of the applied mathematics course the students were seen. Consequently, as in all classes, math classes learn by experience method used in making processing of the decreasing of concern was observed to be effective towards course. With a change of perceptions in society which says "Maths lesson is a difficult lesson to learn" we can say it would be more efficient by taking into account the reorganization with processing of the environmental conditions of the many ways.

Keywords: Courses, life, anxiety, mathematics, pictures.

An Evaluation of 2nd Grade English Curriculum within a Participant Oriented Program Evaluation Approach

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Abstract

In Turkey, many studies related to teaching English has been conducted over many years and some regulations have been done. Until 1997, English was given as a compulsory course in middle schools in Turkey, in 1997 with a cycle model transition to eight years uninterrupted primary school, English course started to be given starting from 4th grades in primary schools. In 2006, with the impact of constructivist approach, by having a need to redesign and revise curriculums, English curriculum was also revised but English course still continued to be given starting from fourth grades. However, in recent years as a result of studies within the field of education and changes done in other countries, a tendency to start teaching a foreign language at an earlier age has been seen. This tendency has also been seen in Turkey and also with a cycle model change from 8+4 to new 4+4+4 model and deciding to start teaching English from second grades, English curriculum was revised and gradually implemented in primary schools.

Studies conducted in the field focused mainly on the opportunities of teaching English in Turkey and improving the quality of English language teaching. There always been a gap between actual class applications and ideal language policies (Kırkgöz, 2005). Incorrect applications in the second grade level which can be considered as the basic of English language teaching may affect those young learners a lot more so the training planning to be given should be carefully considered and applied. The reality of

teachers having many first hand experiences from actual classrooms made teachers an invaluable source while evaluating the programme.

When program evaluation is considered as a collaborative process of changing and developing the program effectively (Marsh & Willis, 2007), there is a continuous need to revise and update programmes. Programme evaluation can serve different purposes such as providing an understanding of how a programme or an application can be developed and providing evidence for efficiency and effectiveness gained by applying the programme (Klenowski, 2010). These different purposes pave the way for the emergence of various program evaluation models. The participant-oriented program evaluation approach which was used in this study can be defined as an approach that all stakeholders such as decision makers, target audience, program executives, financial contributors and etc. take an active role in development and application of evaluation (Yüksel & Sağlam, 2014). Using a participant oriented program evaluation approach is thought to contribute to this study in terms of demonstrating a holistic picture of the situation by reflecting participants' views and experiences and evaluating the situation of the applied programme with stakeholders.

The studies (Yaman, 2010; Örmeci, 2009; Erbilin Sak, 2009; Küçük, 2008; İnam Çelik, 2009; Seçkin, 2010; Güneş, 2009; Orakçı, 2012; Yörü, 2012; Karcı, 2012) related to examining English language teachers views on English language curriculum done in the previous years were conducted mainly either in primary or secondary level and focused on 20006 curriculum. This study was conducted on second grade part of 2013 English curriculum with an understanding of mixed method and participant oriented programme evaluation approach. This study is differentiated from other studies in terms of the programme examined, grade dealt, program evaluation approach and design of the study.

The purpose of this study is to evaluate primary second grade English curriculum with a participant oriented program evaluation approach. In this study it is aimed to determine whether there is any inadequate elements of the programme during implementing it, if there is, to detect which elements cause those situations and to make necessary corrections.

Sequential explanatory design is a mixed method design which researcher began managing a quantitative phase and with a second phase started to search specific results (Creswell & Plano Clark, 2014). In this study, qualitative data obtained with interviews was used to explain and give details of views which was obtained and tried to disclose with surveys. So, sequential explanatory design which is one of the mixed method designs was used in this mixed method study.

Study group for the quantitative part was consisted of nearly 100 English language teachers who are working in Pamukkale and Merkezefendi districts of Denizli province and teaching second grade English courses. In qualitative part, with a convenient sampling technique ten English language teachers were interviewed.

In this study, a five points Likert type survey was used to determine English language teachers' views on programme. Firstly to develop a survey to use in the first quantitative phase, with the help of studies in related literature (Erbilen Sak, 2008; İnam Çelik, 2009; Karagöz, 2010; Kaymakamoğlu, 2010; Yaman, 2010; Orakçı, 2012 & Yörü, 2012), a draft survey consisted of 66 items was developed. After taking expert opinions from five academics who are working in Curriculum and Instruction department and three academics who are working in English language teaching department, a survey consisted of 62 items was developed according to opinions given. In the semi-structured interview form, questions were asked such as what a programme teachers construct in their mind, how much does it match with the existing programme, what are the strengths and weaknesses of the programme, were there any problems faced while implementing the programme. As its nature, the interview's other comments and ideas were also taken into account in semi-structured interviews and if necessary those ones were also asked as new questions in other interviews.

In the analysis of data obtained from quantitative part (surveys), frequency and percent for teachers' personal traits and mean for the views on items were used within SPSS 21 packet programme. In addition, appropriate statistical techniques were used in the analysis of items according to variables. Descriptive analysis was used in the analysis of semi-structured interviews recordings done with participants. In that sense, data obtained was summarised and interpreted according to theoretical themes (Yıldırım & Şimşek, 2011).

Data collection process still continues but preliminary analysis of first data obtained shows that teachers generally have a moderate level of satisfaction from programme however, most of the participants supports the decision of giving English course in second grades.

On the other hand, it was expressed that decision of aiming only listening and speaking skills is a right decision, also participants said that book contains only a few number of speaking activities, and course books and schools facilities are inadequate to get the whole benefit from the programme. In addition, they expressed that because of having only 2 lesson hours in a week they have some problems to achieve attainments and it is a need to add 2 more lesson hours in a week. Due to the level of songs and some activities in course book are higher than the students' level, it was also stated that course books should be revised and made more efficient. It is aimed to create a holistic and detailed picture of situation with the analysis of interviews. The study will be ended by giving more results and implications based on findings obtained.

Keywords: Program evaluation, English curriculum, participant oriented program evaluation.

The Use of Realistic Mathematics Education in Students' Making Sense of Decimals

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Abstract

Real-life situations play an important role in mathematical thinking. According to studies, mathematical concepts was developed with individualized and informal knowledge about real-life situations (Gingsburg, 1989; Greeno, 1991; as cited in Inoue, 2005). In order to be developed this process, especially, mathematical knowledge which is integrated with real-life situations must be presented in textbooks. One of the mathematical learning theory is Realistic Mathematics Education (RME) which mathematics courses can be concrete, students can participate actively in learning process and theoretical and practical development is new. In Realistic Mathematics Education (RME) learning is expressed as a process from students' informal knowledge which existing their own life experience to students reach formal knowledge when they faced with contextual situation which is selected real-life (Tunali, 2010).

Decimals forms a complex form of mathematical system. Apparently, it is considered as a simple extension of the whole number system. Decimal fractions in that after a comma is placed and the steps to the right of the comma is seen as described by dividing 10. Decimals are considered as seemingly simple and understandable; but students have difficulty in learning decimals and decimals is a subject matter where misconceptions emerge (Hiebert, 1992).

Considering questions about decimals in PISA ve TIMSS conducted worldwide, many of the students have difficulty in showing decimals in number line and expressing decimals' place value (OECD, 2013). In addition to this, studies about decimals are expressed that students have problems about decimals' notation (Rittle-Johnson, Siegler, & Alibali, 2001; Michaelidou, Gagatsis, & Pitta-Pantazi, 2004). According to some studies about decimals, student have misconceptions about decimal notations' teaching and students can not perform the conceptual learning about decimals (Glasgow, Ragan, Fields, Reys & Wasman, 2000; Irwin, 1995; Steinle & Stacey, 1998b, 2001; Seyhan & Gür, 2002; Yılmaz, 2007; Widjaja, 2008). In response to this, according to studies were conducted by Irwin (1995, 2001) and Steinle & Stacey (1998b), RME is highly effective to remove students' misconceptions about decimals.

This research was aimed to determine students' prior knowledge about decimals and how students make sense of decimals at the end of teaching process which is conducted with RME activities. In this research, it is expected that when teaching decimals with RME, students can reach from informal situations which they faced with real-life to formal situations.

In this research clinical interviews perform to determine students prior knowledge about decimals and how students make sense of this subject matter. Clinical interview is a technique which is aimed at revealing students' knowledge structures and thinking process (Clement, 2000). In this research, sampling method is typical case sampling which is known as one of the purposive sampling method.

Study group of the study is composed of 17 4th grade students from a state school in Aydın. Data collection tool in this research is "Decimals Clinical Interview Questions" which is implemented during